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| --- | --- | --- | --- | --- | --- |
| **Score Overall** | **Substance** | **Organization** | **Diction** | **Sentence structure &**  **Syntax** | |
| **6**  **Outstanding** | • insightful point of view  on the subject  • outstanding critical  thinking, relevant  examples, reasons and  evidence | • clearly focused  and coherent  • smooth transition  of ideas | • concise and  varied use of  vocabulary  • solid command  over words | • meaningful variety of sentence  structure  • free of most errors in grammar, usage and mechanics | |
| **5**  **Effective** | • effective development of  viewpoint  • strong critical thinking,  generally appropriate  examples, reasons and  evidence to support its  position | • exhibits facility  in use of  • well focused | • demonstrates  coherence and  progression of  ideas  language  • appropriate use  of vocabulary | • presence of variety in sentence  structure  • little error in grammar, usage,  and mechanics | |
| **4**  **Competent** | • develops a point of view  • competent critical  thinking, adequate  reasoning, examples and  evidence | • generally  organized and  focused  • some coherence  and progression  of ideas | • adequate yet  inconsistent  mastery of  language  • generally  appropriate use  of vocabulary | • some variety in sentence structure  • some errors in grammar, usage,  and mechanics | |
| **3**  **Inadequate** | • develops a point of view  with some critical  thinking  • inadequate examples or  reasons to support view | • limited focus or  organization  • some lapses in  coherence or  progression of  ideas | • developing  facility in the  use of language  • weak  vocabulary | • lacks variety or demonstrates  problems in sentence structure  • considerable amount of errors in  grammar, usage and mechanics | |
| **2**  **Limited** | • vague development of  point of view and weak  critical thinking  • inappropriate or  insufficient examples | • poorly organized,  lack of focus  • problematic  progression of  ideas | • little facility in  use of language  • limited  vocabulary or  incorrect word  choice | • frequent problems in sentence  structure  • serious errors in grammar, usage, and mechanics | |
| **1**  **Fundamentally**  **flawed** | • no viable point of view  on the issue  • little or no evidence to  support position | • unorganized,  unfocused  • no coherence | • poor use of  language  • errors in  vocabulary | • flaws in sentence structure  • pervasive errors in grammar, usage, or mechanics | |
| SAT based Holistic Scoring Guide < http://sat.collegeboard.com/scores/sat-essay-scoring-guide >  Adapted from: “Scoring Guide.” Essay-Practice.com Website. 2004-2010. Web. 29 Sept. 2010. < www.practice.com/misc/scoring-guide.pdf >.  bguenther@berwicksd.org 28 Sept 2010 | | | | | |
| **CHEC -BRIC for SAT based Holistic Scoring Guide**  Take the highest score level from the RUBRIC, break it down into its logical components. Include these components in your writing selection. Then, double check as you proceed and review. You can also gain insight from referencing the lower levels of the rubric as well. | \_\_\_ includes new, unique, relevant ideas not present in original material  \_\_\_ includes analysis (breakdown) of presented material  \_\_\_ includes synthesis (connection/relationships/ BLENDING  TOGETHER) of both presented material and new ideas  \_\_\_ may include a new and relevant conclusion/insight  \_\_\_ includes logical reasoning and progression of ideas (no large gaps  or jumps)  \_\_\_ includes reasoning and explanation to connect details/evidence to  theme and vice-versa  \_\_\_ includes evidence and explanation to support reasoning  \_\_\_ Supporting details enhance the theme | \_\_\_ reader is “oriented” or brought into the topic/writing selection  \_\_\_ central thread, theme or topic prominently & clearly stated  \_\_\_ paragraphs follow logical progression: intro – body – conclusion \_\_\_ theme evident/presented throughout writing  \_\_\_ theme fits to all supporting details and explanation  \_\_\_ all supporting details and explanation fits to theme  \_\_\_ word flow and explanation are connected logically in a progression  \_\_\_ conclusion of new ideas/writing selection apparent to reader | \_\_\_ “says more with less words”  \_\_\_ includes an appropriate variety of higher level vocabulary  \_\_\_ uses words/vocabulary in proper context  \_\_\_ demonstrates precision in word usage  \_\_\_ words, phrases “fit comfortably” – are not forced  \_\_\_ avoids slang, abbreviations (unexplained), imprecise words and  phrases: thing(s), a lot , etc. avoid overuse of cliché’s | \_\_\_ Includes sentences of different length, type, usage  \_\_\_ sentence structure is appropriate to content being conveyed  \_\_\_ sentence structure is used properly  \_\_\_ grammar is properly demonstrated  \_\_\_ consistent use of tense, subject verb agreement  \_\_\_ words are spelled correctly  \_\_\_ punctuation is used correctly | Adapted from: “Scoring Guide.” Essay-Practice.com Website. 2004-2010. Web. 29 Sept. 2010. <www.practice.com/misc/scoring-guide.pdf > Chec-Bric concept – James DeLisle  bguenther@berwicksd.org 28 Sept 2010 |
| **6**  **Outstanding** | • insightful point of view  on the subject  • outstanding critical  thinking, relevant  examples, reasons and  evidence | • clearly focused  and coherent  • smooth transition  of ideas | • concise and  varied use of  vocabulary  • solid command  over words | • meaningful variety  of sentence  structure  • free of most errors  in grammar, usage,  and mechanics |
| **Overall**  **Score** | **Substance** | **Organization** | **Diction** | **Sentence structure &**  **Syntax** |